AYD
Academic Youth Development

agile Mind®

Reshape Students' Academic Identities.
Enhance Academic Engagement.
Transform Student Achievement.

Charles A. Dana Center
The University of Texas at Austin

"AYD was the catalyst to a district-wide conversation about changing classroom practice to reflect a growth mindset. It was the voices of our AYD students—and their success in algebra and other classes—that helped convince us that we needed to influence beliefs and practices throughout the district."

—Kate Jamentz, Ed.D., Deputy Superintendent, Fremont Union High School District

As students and teachers work to meet the demands of more rigorous academic standards, district and school leaders nationwide grapple with difficult decisions about how to increase the number and diversity of students who succeed in mathematics and science and who graduate prepared for success in higher education and the contemporary workplace.

Emerging research shows that even modest interventions in student belief systems and learning environments can have a powerful, positive effect on student motivation and success. Equally important, these interventions help create productive relationships with peers and teachers that encourage active participation, productive persistence, affirmative accountability, and a sense of belonging that result in academic success.

Academic Youth Development—created by Agile Mind in collaboration with the Charles A. Dana Center at the University of Texas at Austin and with leading psychologists—translates the latest research on student motivation, learning, and persistence into practical strategies and tools that can be enacted by teachers and students every day, in every classroom.

Agile Mind is committed to enhancing both equity and high achievement in mathematics and science in our nation's middle and high schools. Founded in 2002, the company works in collaboration with leading educators to develop comprehensive programs, tools, and services that enable educators and education systems to support rigorous instructional experiences for all students. In addition to Academic Youth Development, Agile Mind offers comprehensive programs—encompassing, under one umbrella, job-embedded professional development, curricula, formative assessment, and data analytics and reporting—for middle school mathematics through AP Calculus and Statistics, as well as high school Biology.

Students change.
AYD helps teachers and students understand that intelligence isn't fixed—being smart is about how you think and what you do, not about who you are. Students learn how their brains change as they learn and how effective effort and skills of collaboration, motivation, and social and emotional learning can change their academic success. Students also learn self-management strategies to strengthen their engagement in and persistence with schoolwork, thus enabling them to take responsibility for their own learning.

Teachers change.
AYD transforms the way teachers approach their students and their practice. Through professional development, teachers are equipped with new knowledge and new teaching strategies that enable them to accomplish their highest, most deeply felt goals for all their students. Participating teachers credit the program for significant growth in their satisfaction as well as their effectiveness.

Classrooms change.
AYD transforms the engagement of entire classrooms. It creates student leaders who have skills and information to share with their peers, thus improving the learning culture—and outcomes. The program gives students and teachers an explicit set of tools and strategies for applying new ideas in daily learning. In addition to providing social and emotional and noncognitive learning curricula, AYD builds critical thinking skills with learning activities that center on reasoning and problem solving in mathematics and science.

Results change.
Independent evaluations point to significant achievement gains in middle and high school mathematics, with particularly strong gains among low-income and minority students. In Cupertino, CA, fewer than 10 percent of AYD students repeated Algebra I, compared with 24 percent of non-AYD students. In Evanston, IL, AYD students achieved a 12-point increase on the state assessment, and fully 85 percent met the district's growth target, while non-AYD students recorded just a 6-point increase on the assessment.

The AYD Family of Programs for Educators and Their Students

The AYD programs stimulate interest in learning through interactive animations and simulations of key concepts, rich instructional materials, and problem-solving opportunities to apply new learning. With these common foundations and outcomes, the resources, structures, and design of each program are specifically tailored to meet the needs of the audience.

Summer-Start AYD

Summer-Start AYD, for students and teachers who are preparing for Algebra I in the fall, introduces key ideas and self-management strategies and creates new "learning mindsets" that contribute to building a positive learning environment for themselves and their peers. Students engage in challenging problem-solving activities known to be associated with success in algebra and higher-level mathematics. Program activities directly align with standards for college readiness and foundational mathematics standards, and the knowledge and skills students gain in the summer are reinforced, strengthened, and shared with peers during the academic year.

[65 curriculum hours for students, 60 hours of blended professional development for teachers]

School-Year AYD

School-Year AYD, for students in grades 8–10 and their teachers, is taught during advisory, homeroom, and after-school programs. With rich protocols for teachers to use, the curriculum teaches students self-management strategies to take control of their learning and to persist in the face of challenging schoolwork. Students are guided through collaborative problem-solving activities and opportunities for reflection that teach them key concepts from the psychology of learning and help them build trust, teamwork, and collective responsibility. As a result, students become more knowledgeable about their learning and capable of effectively directing their effort.

[65 curriculum hours for students, 60 hours of blended professional development for teachers]

Educator's Course in AYD

An Educator's Course in Academic Youth Development is for faculty teams in schools and districts interested in learning how to apply the powerful emerging research and strategies on "learning mindsets" to their practice as educators. It includes a one-day face-to-face seminar focused on what key research reveals about how adults can shape student learning and achievement and subsequent independent study of the research coupled with participation in a facilitated online learning community.

[Educators earn 15 hours of CPE credit through The University of Texas at Austin]

When teachers and students engage in AYD:

Schools can expect:

- Significant achievement gains in middle and high school mathematics courses, with particularly strong gains among low-income and minority students

Students experience changes in attitudes, beliefs, and behaviors:

- Higher self-confidence, sense of belonging to a community, and feeling of support from peers and teachers

- Greater motivation and persistence in the face of frustration

- Increased use of learning strategies that benefit achievement, such as the purposeful selection of approaches to problem solving

- Understanding that with effort, they can increase their intelligence and academic achievement

Teachers can expect:

- Students taking more responsibility for creating and sustaining positive, productive learning environments

- Better student-to-student communication in which students talk through ideas and solve problems together

- Higher levels of student engagement—especially among those who were previously disengaged in school

Agile educators. *Agile* learners. *Agile* tools to support high achievement.

agile **Mind**®